




Roxbury Township


School Counseling Initiative

Our Mission Statement

- To support K-12 students in achieving personal, social, academic and career growth through a comprehensive program which includes individual and group counseling, and classroom activities. This progressive, integrated program will be accomplished by working collaboratively with students, parents, faculty, administrators, and community members.



Roxbury Township Schools
Faculty/Parent



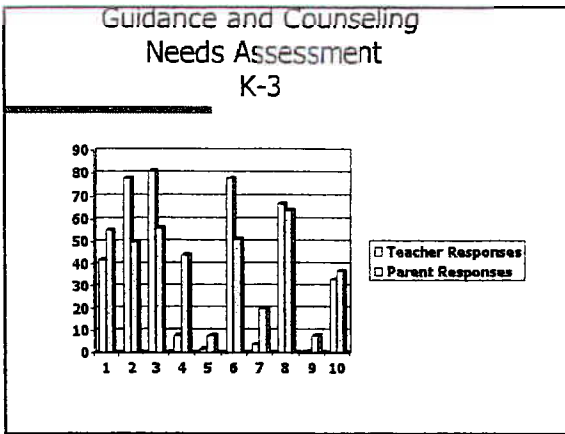
K-12 Guidance and Counseling Needs Assessment

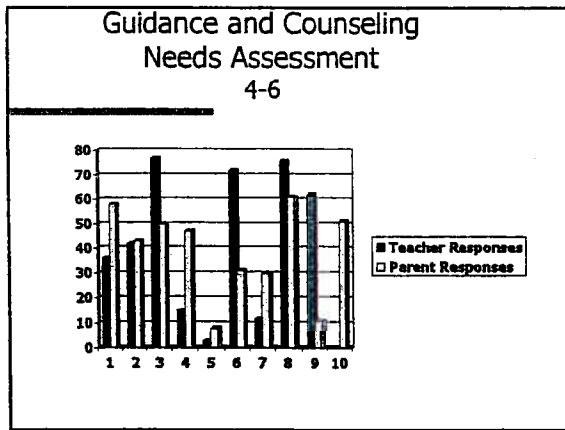
Circle your (or your child's) grade level:

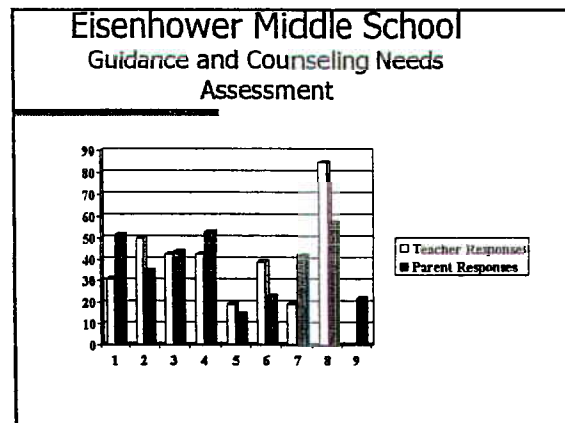
■ K-3 4-6 7-8 9-12

Circle the 4 student competencies you would like expanded in the district guidance and counseling program:

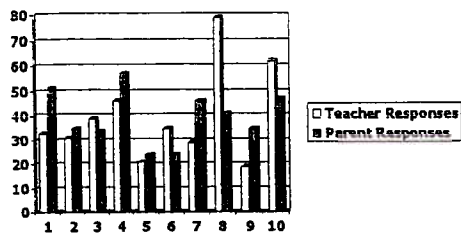
- 1. Develop an awareness of personal abilities, skills, interests and motivations
- 2. Learn how to make decisions
- 3. Learn how to use conflict management skills with peers and adults
- 4. Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- 5. Describe traditional and nontraditional occupations and how they relate to career choice
- 6. Learn to work cooperatively with others as a team member
- 7. Demonstrate awareness of education and training needed to achieve career goals
- 8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- 9. Assess and modify their educational plan to support career goals
- 10. Utilize time- and task-management skills



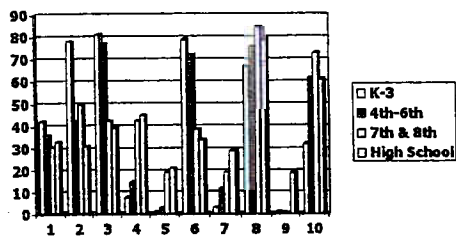




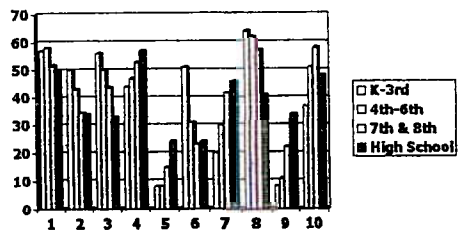
Guidance and Needs Assessment Roxbury High School



Guidance and Counseling Needs Assessment Teacher Responses



Guidance and Counseling Needs Assessment Parent Responses



District Wide Activities

■ A year of Caring

- Education
 - Letter writing to Service Personnel
 - Organizational Skills
 - Time Management
- Social
 - Community involvement
 - Team building activities
- Career
 - Career Exploration



District Wide Activities

■ Red Ribbon Week

- Education-drug/alcohol awareness
- Social
 - Team building activities
 - Poster Contest
 - Food Donation
 - Community Involvement- Municipal Alliance



Roxbury Elementary Schools

- Comprehensive School Counseling and Guidance Program



K-3

- During the early school years students form attitudes about school, self peers, social groups and family. It is a time when students develop decision-making, communication, and life training skills as well as character values.

The Counselors Goals Are:



- Implement effective classroom guidance focusing on understanding of self and others, coping strategies, positive peer relationships and effective social skills, as well as increasing students' knowledge of study skills, career awareness, substance prevention education and multicultural awareness.

Classroom Guidance Lessons



- September – Transition
- October – Positive Choices
- November – Conflict Resolution
- December – Character Education
- January – Kindness and Justice
- February – Respecting differences/
tolerance

- March – Study Skills
- April – Goal Setting
- May – Career Exploration
- June - Transitions



Classroom Guidance Programs

- **Be Cool** Written by James Stanfield
- **Character Counts Program**
- **Choices Choices** Written by Tom Snyder Productions
- Career Portfolios
- Kindness and Justice Challenge
- IDEAL Problem Solving Model

Goal 2 and 3

- Provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, family issues, interpersonal concerns, academic development, and behavior modification.
- Develop students' career awareness as part of a lifelong process of forming basic values, attitudes and interests regarding their future world of work.

Small Group And Individual Counseling

- Friendship Groups
- Newcomer's Club
- Lunch Bunch
- Cool Kids Club
- Changing Family
- Study Bunch
- Foster Care Group



Career Programs

- Community Member Visits
- Career Portfolios
- Book Reports
- Career Resources Program
- Class Trips
 - Hospital, Arboretum, Museums, Town Hall, etc.



Goal 4 and 5

- Coordinate school, community, and business resources, school wide guidance related activities and extra-curricular programs which promote students' personal growth and skill development.
- Provide consultation with teachers, administrators, child study team members and other agencies concerning the welfare of students.

Guidance Related Activities

- Newcomer's Breakfast with families and PTA
- Character Counts
- A Year of Caring Program
- Tutoring
- Farewell Assembly to third graders

Other Responsibilities

- Pupil Assistance Committee
- Child Study Team Identification Meetings
- Contact with Outside Agencies
- Teacher Consultation
- In-service Workshops

Goal 6

- Communicate and exchange information with parents/guardians through conferences, parent education workshops and newsletters.

ASCA Competencies

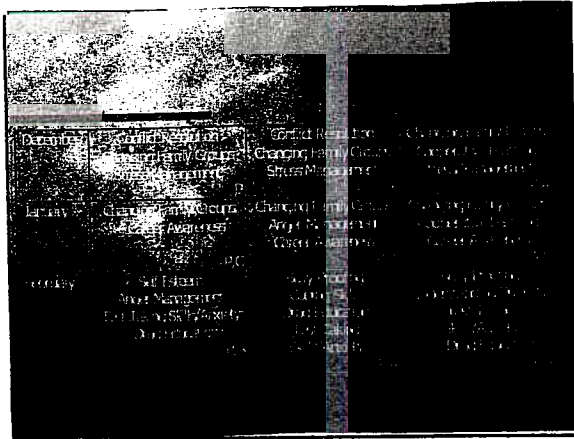
- This comprehensive program includes the ASCA standards of :
 - Personal/Social Goals
 - Academic Development
 - Career Development

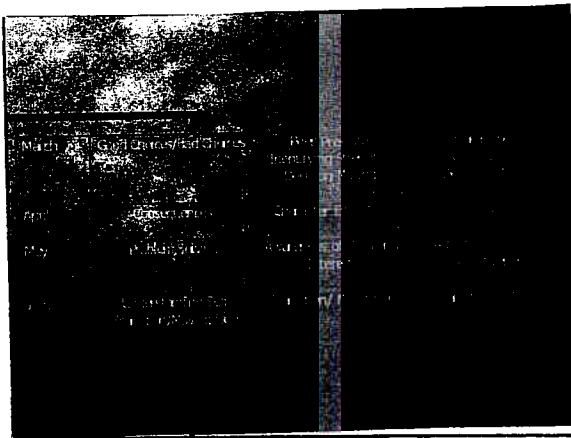
Result of Surveys: Grades 4 – 6 (Items common to teachers and parents in importance)


- Results of Parent Survey:
 - Develop an awareness of personal abilities, skills, interests and motivations (1).
 - Learn how to use conflict management skills with peers and adults (2).
- Results of Teacher Survey:
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (6).
 - Utilize time- and task- management skills (10).
- Results of Student Survey:
 - Learn how to use conflict management skills with peers and adults (3).
 - Learn how to work cooperatively with others as a team member (6).
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace (6).
 - Utilize time- and task- management skills (10).
- The parent survey suggests that development of personal abilities toward educational and career goals is significant. Organization and time management are essential. Conflict resolution is a concern at all levels. We need to put more effort into unique personal development and career goals.
- Presently in our school the following is being done:
 - Opportunity Extension – time management
 - Classroom Court – conflict resolution
 - Agenda Books
 - PTA programs
 - Changing Faculty Groups
 - Guidance support
 - JMemos



School Counseling Curriculum Calendar				
Month	Grade 4	Grade 5	Grade 6	
September	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
October	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
November	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
December	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
January	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
February	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
March	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
April	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
May	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
June	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
July	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	
August	Personal/Social Skills	Personal/Social Skills	Personal/Social Skills	







"I" MESSAGES

To: _____

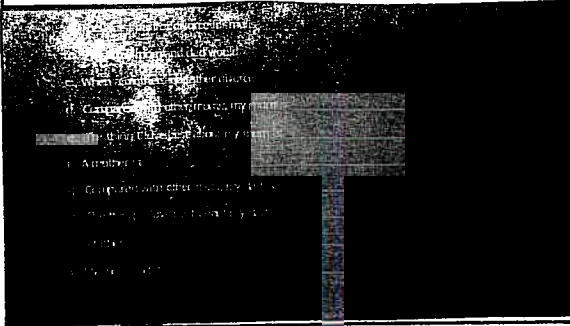
"I" MESSAGES HAVE 4 PARTS

1. I FEEL _____
2. WHEN YOU _____
3. BECAUSE _____
4. AND I WANT _____

NAME _____

DATE _____

Changing Family Curriculum
Objective: Children will speak in a small group in an accepting and understanding environment.



- **Goals:**
 - Develop social skills
 - Increase self-esteem
- **Objectives:**
 - Children will learn by listening or/and talking that others may have feelings that are both acceptable and different than theirs.
 - Children will learn by listening or/and talking that others may share similar feelings or/and experiences as the ones they thought were unique to them.
- **Materials/resources:**
 - Self-esteem balloon sketches for each student
 - Colored pencils
- **Basic Procedures/Activities:**
 - 1. Children are given a paper with a simple line picture of a bunch of five balloons.
 - 2. In each balloon children are to write something about themselves they are proud of; something special to them.
 - 3. Children hold up drawings and share with group what they've done.
- **Evaluation:**
 - Do children express acceptance of others?
 - Are children able to express unique qualities in a comfortable manner?



Eisenhower Middle School

- **Parent Responses**
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
 - Utilize time- and task management skills
 - Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

■ Teacher responses

- *Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the work place
- *Utilize time- and task-management skills
- Learn how to make decisions

A Comprehensive Middle School Program

■ Social/Emotional

- New Student Orientation and Group
- Support groups
- Clubs and sports
- Individual Guidance
- Parent conferences
- CORE team
- Meet the Counselor
- Grade Transition support





■ Academic

- Study Skills
- Homework Club
- Parent/Teacher/Counselor meetings
- Progress reports
- Test taking skills
- Pupil Assistance committee
- Tutoring
- Test taking
- Course selection



■ Career Education

- Career Day
- Classroom Speakers
- Field Trips
- Course Selection
- Transition Assistance
- Career Exploration

Roxbury High School

Guidance and Counseling Department

■ The competencies ranked highest by high school teachers are:

- 8- Career/work skills
- 10- time management
- 4-abilities/skills related to career
- 3- Conflict management
- 6- Cooperative teamwork
- 1- Personal awareness

Roxbury High School

■ The competencies ranked highest by high school parents are:

- 4- abilities/skills related to career
- 10- Time management
- 7- awareness of education for career
- 8- career/ workplace skills
- 3- conflict management

Common Themes for High School Respondents

- There was a clear priority for workplace readiness skills and qualities necessary for success in the world of work such as punctuality, dependability, responsibility, cooperation and time management.
- A second priority is personal knowledge and the assessment and awareness of abilities, interests and skills as they relate to careers.



Roxbury High School



- | | |
|--|---------------------------------------|
| ■ Grade 9 | ■ Grade 10 |
| ■ School transition | ■ Decision making |
| ■ Conflict Resolution | ■ Bully proofing |
| ■ Raising Career/educational aspirations | ■ Tolerance education |
| ■ Time Management | ■ Resiliency |
| ■ Mentoring | ■ Bond to school and community |
| ■ Coping skills | ■ Relate abilities/interests to goals |
| ■ Peer group membership | ■ Drop out prevention |



- | | |
|----------------------------------|--------------------------------------|
| ■ Grade 11 | ■ Grade 12 |
| ■ Awareness of educational needs | ■ Mentoring |
| ■ Personal responsibility | ■ School transition |
| ■ Place in society | ■ Post high school plans |
| ■ Relationships | ■ Healthy lifestyles |
| ■ ExPAN Career Interest Survey | ■ Family bonds |
| ■ College Personal Statement | ■ Relate abilities to workplace |
| ■ Academic Recognition | ■ Personal responsibility |
| | ■ Strong Campbell Interest Inventory |

